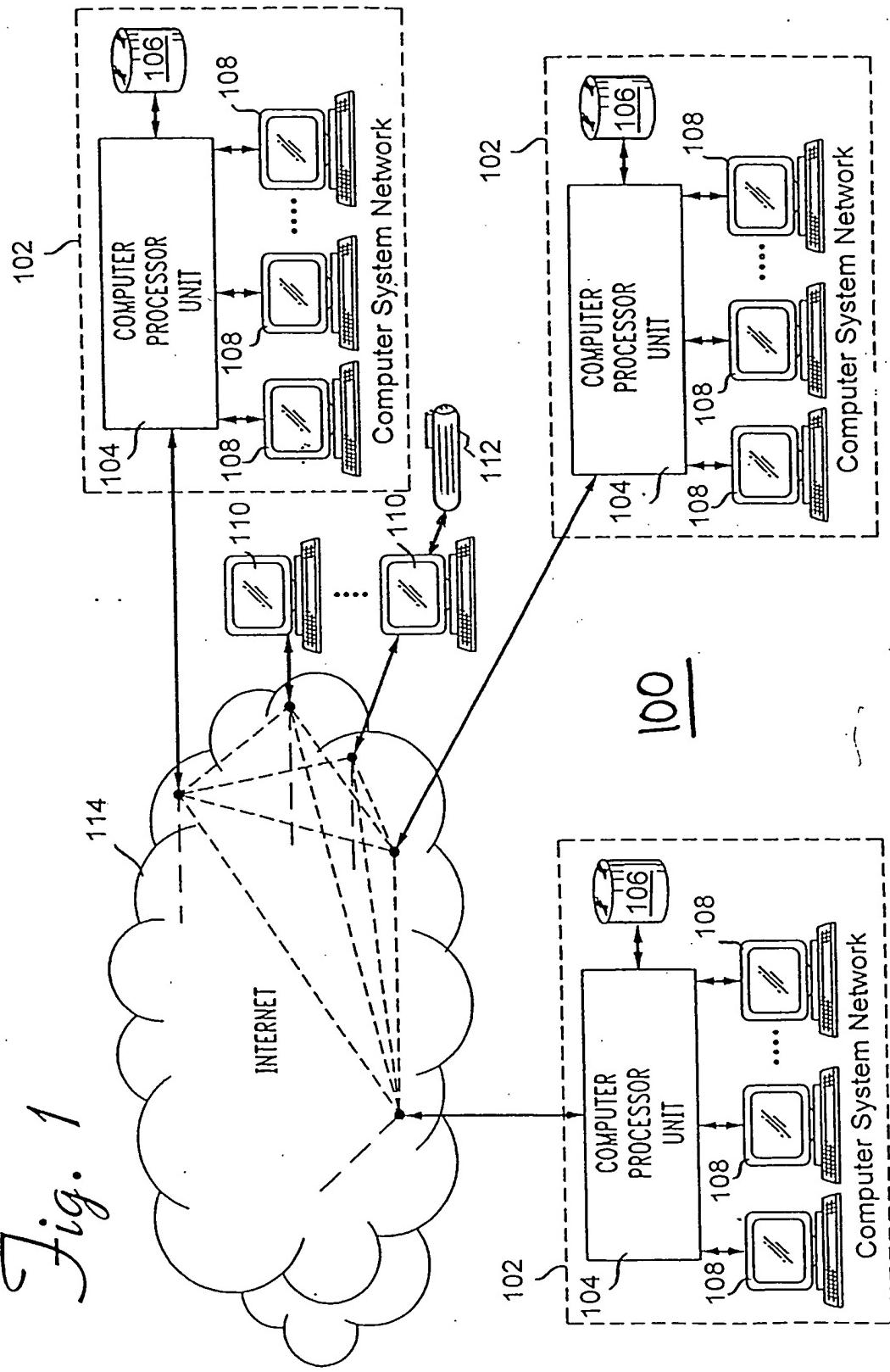


Fig. 1



202

Welcome Back Jo

Your current class is:  
**MATH 101 ~ 208**

Quick Shortcuts

- Where I Last Left Off ~210
- Questionnaire Tracker ~210
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(How To Use This Page)

Exploring  
About You  
Questionnaire Setup  
Your Questionnaire  
Understanding The Concepts  
About Your Context

Getting Feedback  
Climate Detailed Feedback  
Climate Summary Feedback  
Prioritizing for Action

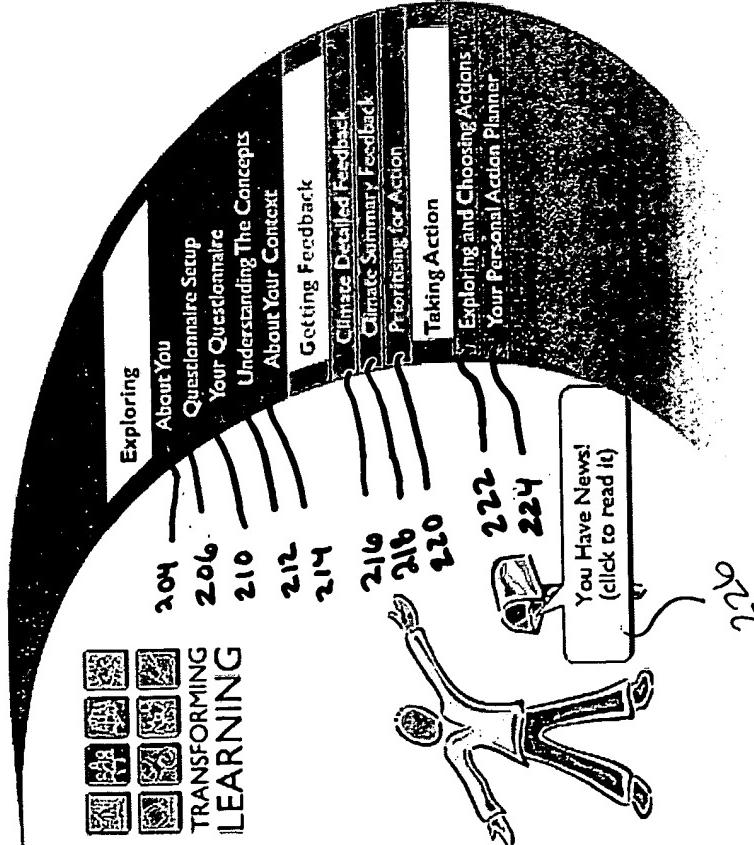
Taking Action  
Exploring and Choosing Actions  
Your Personal/Action Planner

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You Have News!  
(click to read it)

Done

Internet

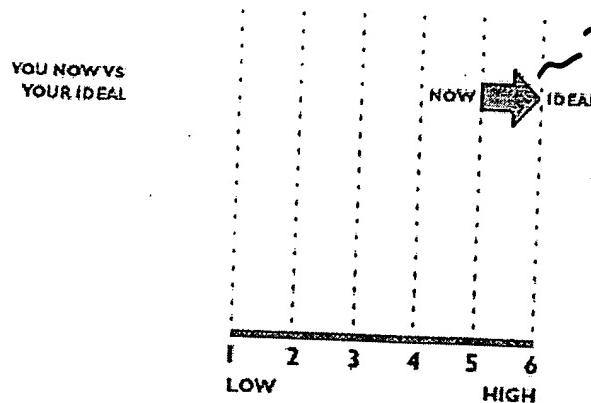


F16.2

### Your Own Perceptions

Fairness

This chart shows the gap between your perception of the actual level of **Fairness** in your class and how you would like it to be ideally.



302

What Does This Mean?

You feel that there should be a higher level of **Fairness** in your classroom.

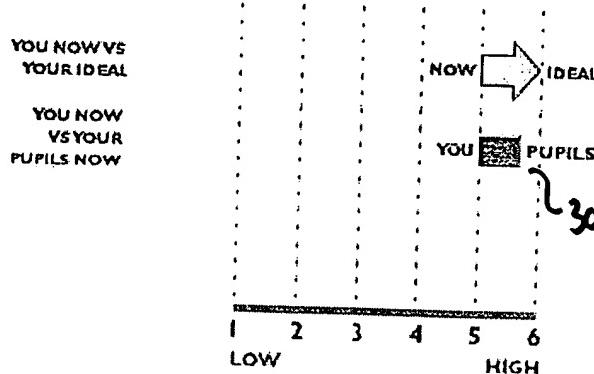
FIG. 3A

### Your Perceptions vs. Your Pupils

Fairness

This chart shows the gap between your own and your pupils' perceptions of the actual level of **Fairness** in your class.

(The level of agreement for this dimension is high.)



What Does This Mean?

Your pupils perceive a slightly higher level of **Fairness** than you think they do.

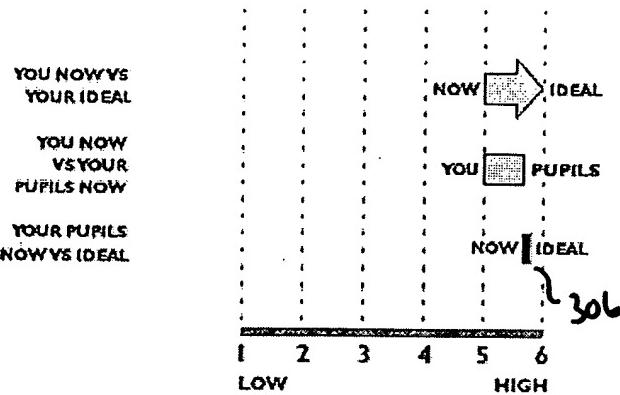
FIG. 3B

### The Perceptions of Your Pupils

Fairness

This chart shows the gap between your pupils'

perceptions of the actual level of **Fairness** and  
their aspirations for the future.



#### What Does This Mean?

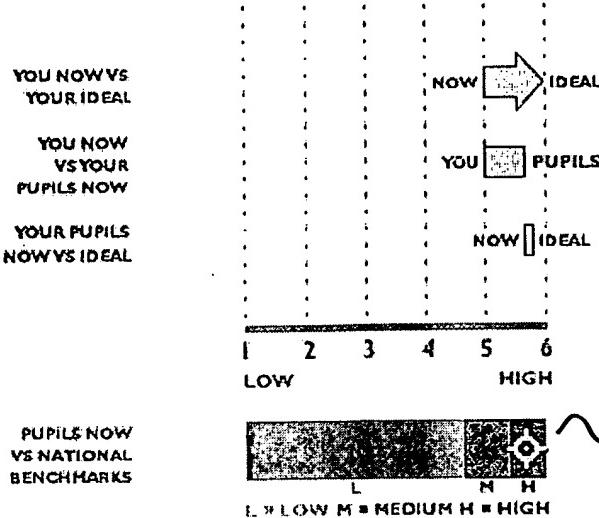
Your pupils' responses also indicate that they feel satisfied with the level of **Fairness** in your classroom.

FIG. 3C

### Your Class in Comparison With Other Classes

Fairness

This chart shows how your pupils' perceptions of the actual level of **Fairness** compare with the views of pupils in other classes nationally.



#### What Does This Mean?

The degree of **Fairness** perceived by your pupils is high in relation to that perceived by pupils in other classrooms nationally.

FIG. 3D

Your results in relation to **Fairness** are very positive. The challenge for you is to maintain this and use it to stretch pupils in your class even further, whilst working on dimensions which are not so strong or whilst identifying opportunities to improve classroom climate outside this class.

What Does This Mean?

The degree of **Fairness** perceived by your pupils is high in relation to that

perceived by pupils in other classrooms nationally.

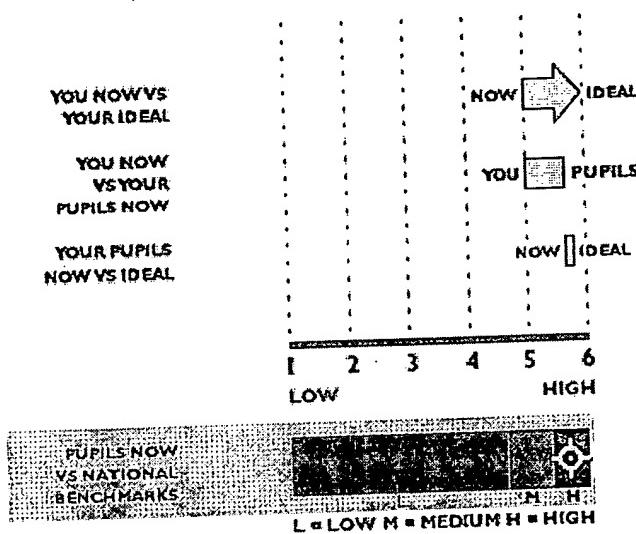
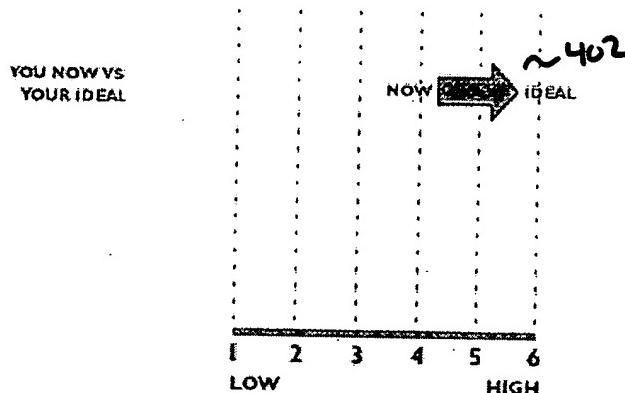


FIG. 3E

Your Own Perceptions

Clarity

This chart shows the gap between your perception of the actual level of **Clarity** in your class and how you would like it to be ideally.



What Does This Mean?

You feel that there should be a higher level of **Clarity** in your classroom.

Fig. 4A

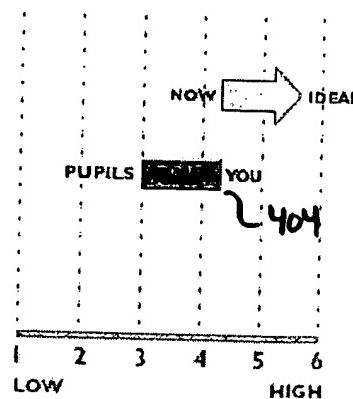
Your Perceptions vs. Your Pupils

Clarity

This chart shows the gap between your own and your pupils' perceptions of the actual level of **Clarity** in your class.

(The level of agreement for this dimension is high.)

YOU NOW VS  
YOUR IDEAL  
  
YOU NOW  
VS YOUR  
PUPILS NOW



What Does This Mean?

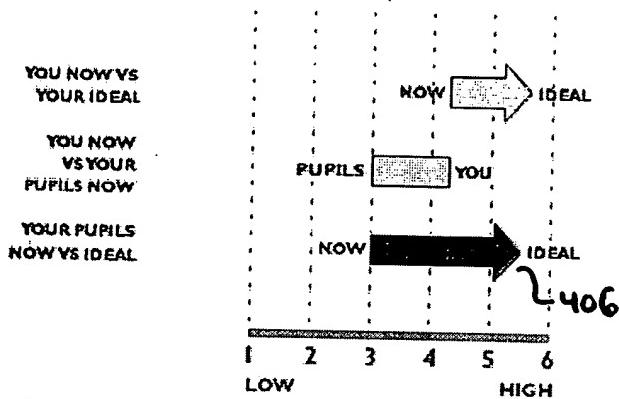
Your pupils perceive a substantially lower level of **Clarity** than you think they do.

Fig. 4B

The Perceptions of Your Pupils

Clarity

This chart shows the gap between your pupils' perceptions of the actual level of **Clarity** and their aspirations for the future.



What Does This Mean?

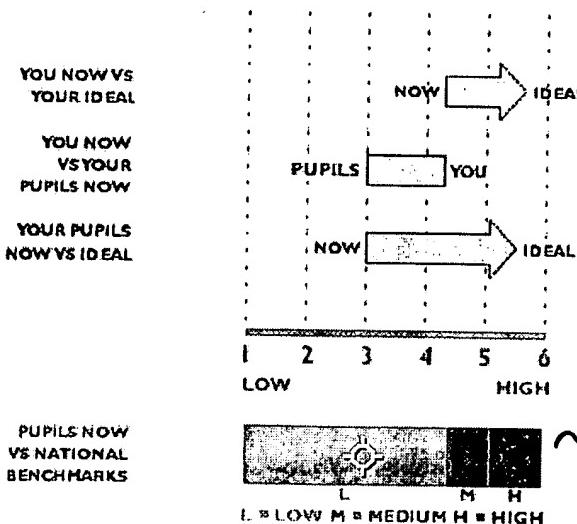
Your pupils' responses also indicate that they feel there is substantial scope for increasing the level of **Clarity** in your classroom.

FIG. 4C

Your Class in Comparison With Other Classes

Clarity

This chart shows how your pupils' perceptions of the actual level of **Clarity** compare with the views of pupils in other classes nationally.

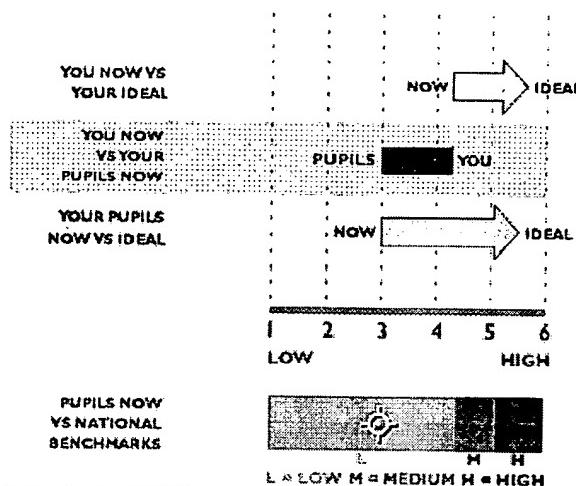


What Does This Mean?

The degree of **Clarity** perceived by your pupils is low in relation to that perceived by pupils in other classrooms nationally.

FIG. 4D

Your results indicate you would benefit most by keeping in tune with your pupils' perceptions about the level of **Clarity** in your classroom. As a reminder, the most significant finding in your feedback is highlighted below.

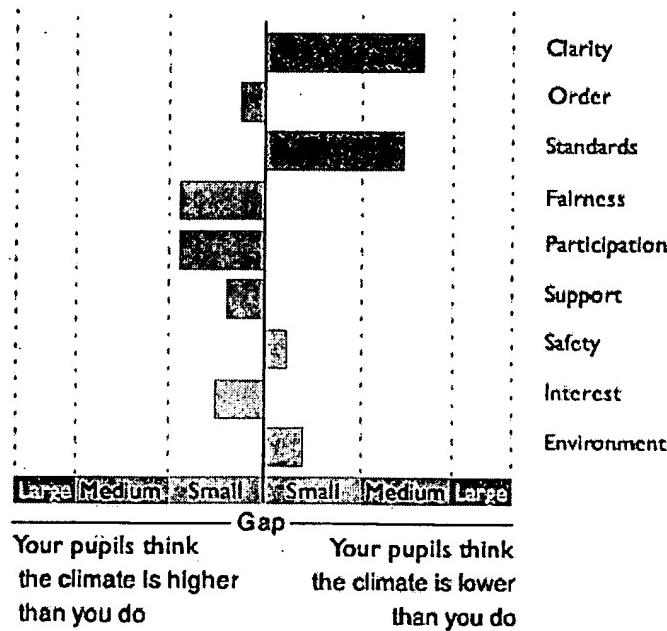


#### What Does This Mean?

Your pupils perceive a substantially lower level of **Clarity** than you think they do.

FIG.4E

In reviewing this summary, your key question is: Do I understand and share my pupils' perceptions of the classroom climate?

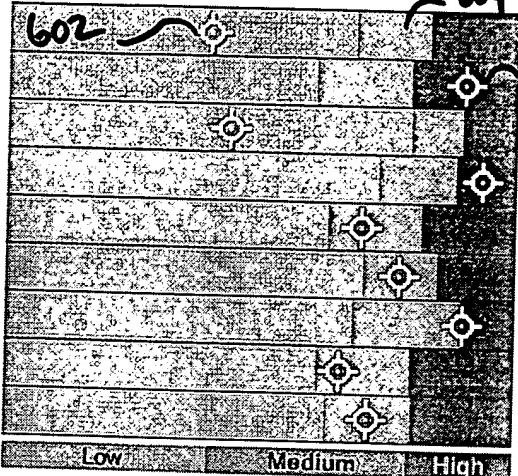


#### What Does This Mean?

In general, you are very 'in tune' with the perceptions of your pupils - you clearly understand how they feel about the classroom climate and are in an excellent position to think through the impact of this on their performance.

FIG.5

In reviewing this summary, your key question is: Is there scope to improve the climate in this class to match or exceed the climate in other classrooms nationally, or would I do better to focus my energies elsewhere?



What Does This Mean?

Overall, your pupils perceive the climate to have a mixture of strengths and weaknesses when compared to that found in other classrooms nationally. You have created a good basis for building on existing strengths, but your feedback also highlights

those areas that may impede your pupils from performing to their full potential.

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FIG. 6

Current Section: Getting Feedback

<u>DIMENSION</u>	<u>PRIORITY</u>	<u>KEY MESSAGE</u>	<u>Implications</u>
Order	Medium	Understanding your pupils' experience.	
Fairness	Medium	Maintaining the high level of this dimension.	
Clarity	High	Understanding your pupils' experience.	
Participation	High	Raising pupils' views against the Norms.	
Support	High	Raising pupils' views against the Norms.	
Safety	High	Understanding your pupils' experience.	
Interest	High	Raising pupils' views against the Norms.	
Environment	High	Raising pupils' views against the Norms.	
Standards	High	Raising pupils' views against the Norms.	

Fig. 7

<u>Dimensions</u>	<u>Priority</u>	<u>Your Response</u>
Order	Medium	Accepting
Fairness	Medium	I Don't Believe It
Clarity	High	Accepting
Participation	High	Accepting
Support	High	Accepting
Safety	High	Angry
Interest	High	Accepting
Environment	High	Accepting
Standards	High	Accepting

Fig. 8

Dimensions	Priority	For More Information	Select Up to 3 Key Action Areas
Order	Medium	<a href="#">Click Here...</a>	<input type="radio"/>
Fairness	Medium	<a href="#">Click Here...</a>	<input type="radio"/>
Clarity	High	<a href="#">Click Here...</a>	<input checked="" type="radio"/>
Participation	High	<a href="#">Click Here...</a>	<input type="radio"/>
Support	High	<a href="#">Click Here...</a>	<input type="radio"/>
Safety	High	<a href="#">Click Here...</a>	<input type="radio"/>
Interest	High	<a href="#">Click Here...</a>	<input type="radio"/>
Environment	High	<a href="#">Click Here...</a>	<input type="radio"/>
Standards	High	<a href="#">Click Here...</a>	<input checked="" type="radio"/>

Fig. 9

902

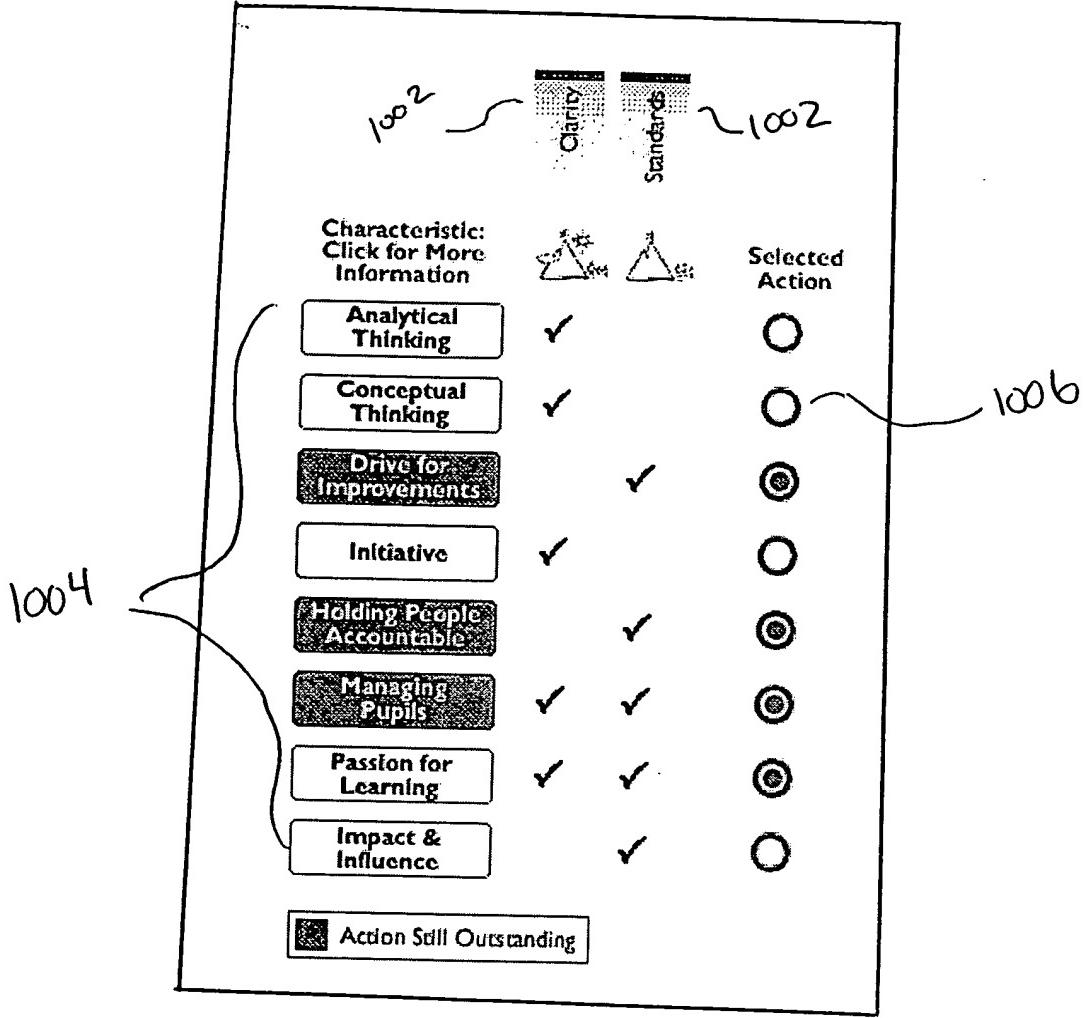
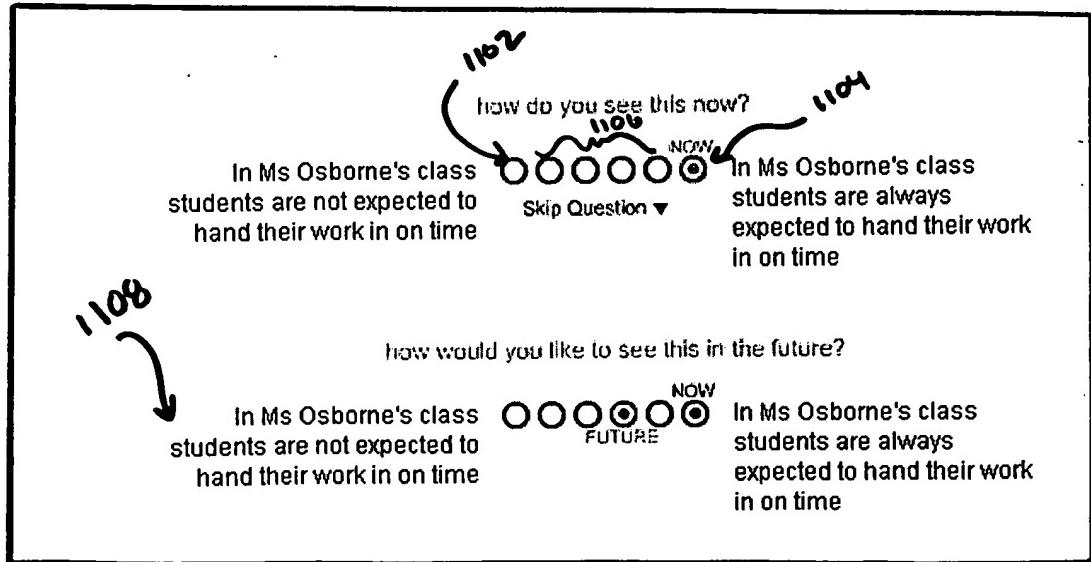
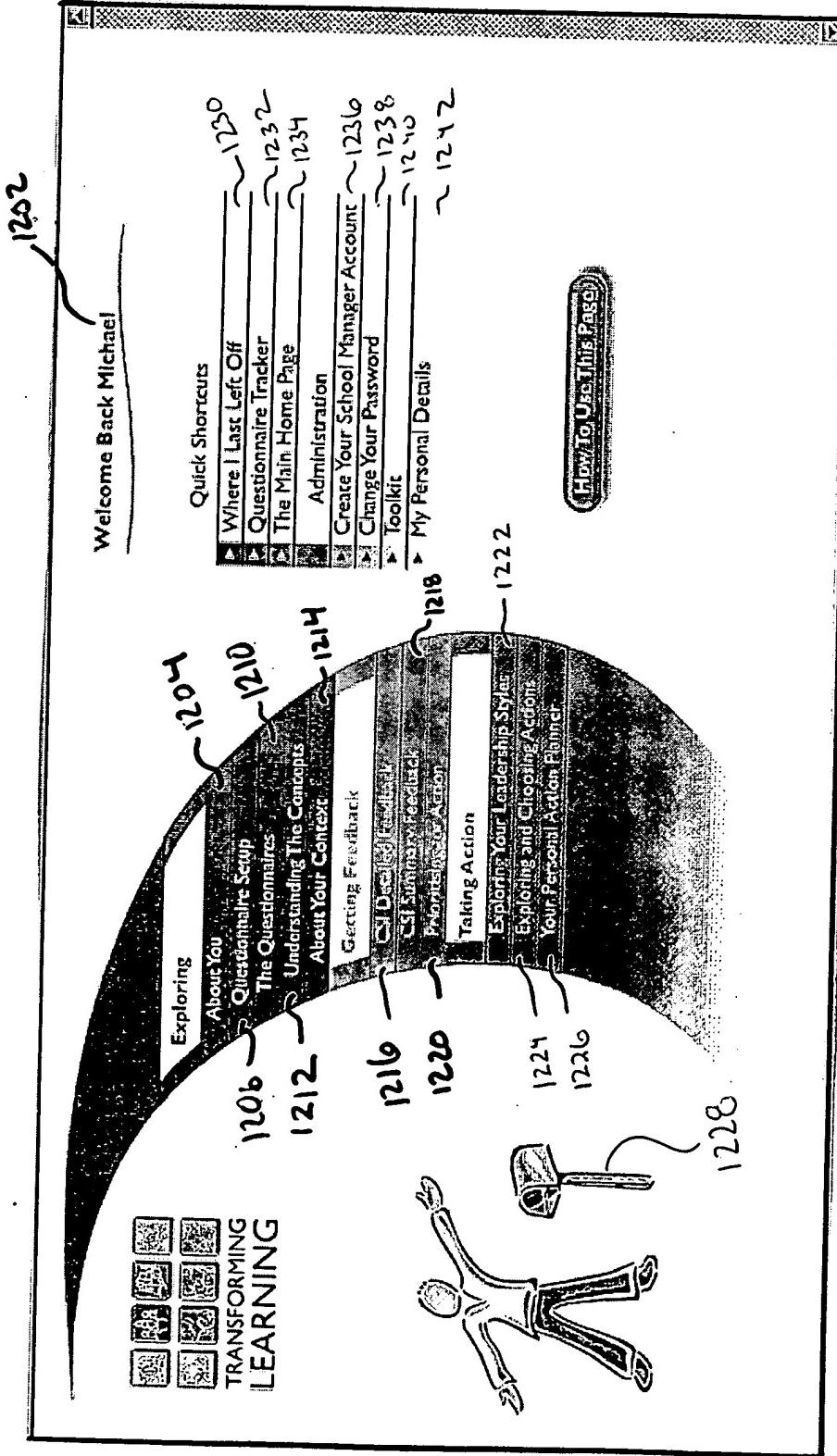


FIG. 10

FIG. 11



F16. 12



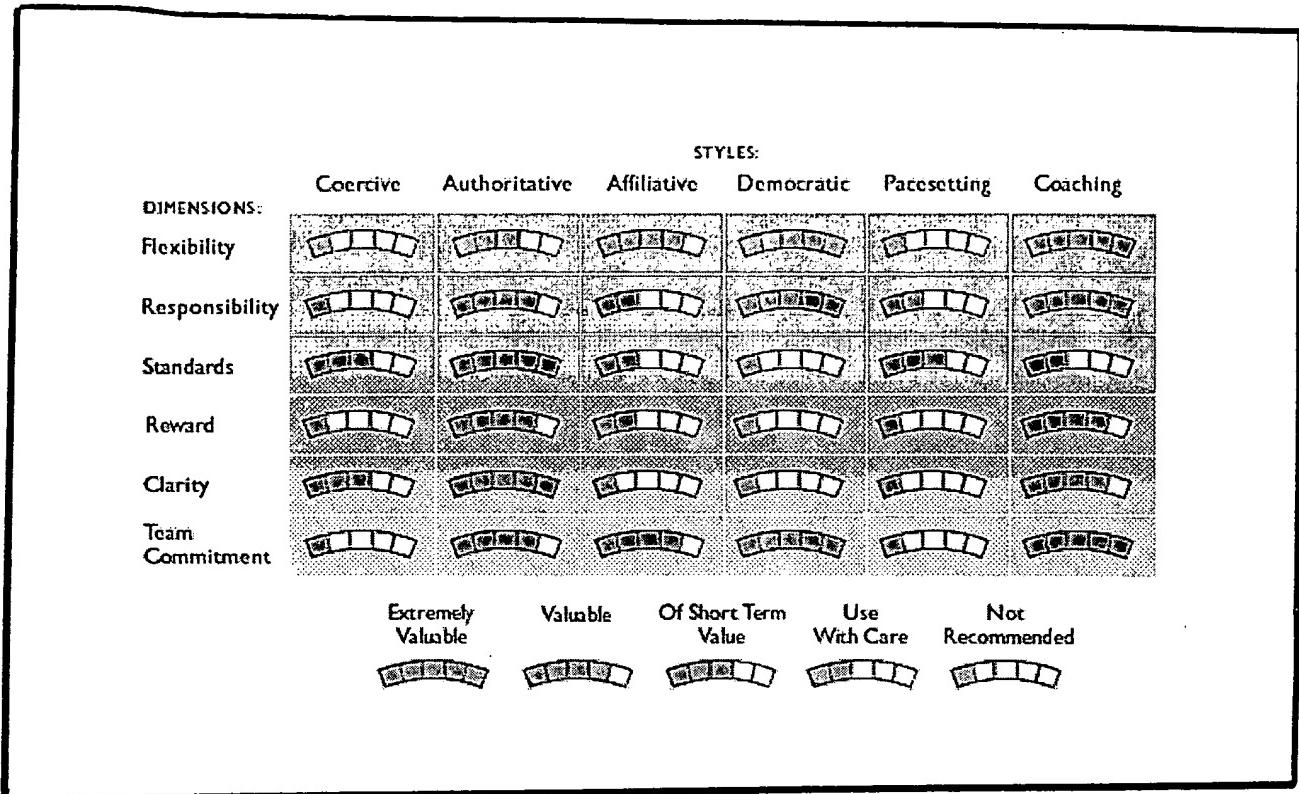
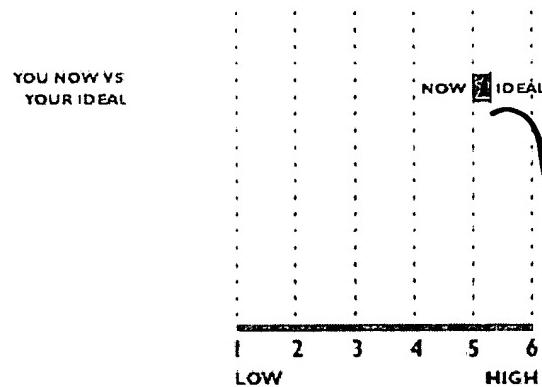


FIG. 13

This chart shows the gap between your perception of the actual level of **Responsibility** in the school and how you would like it to be ideally.



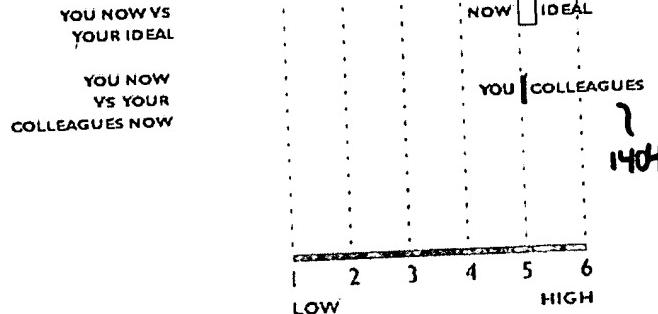
What Does This Mean?

You feel your colleagues may be more effective if **Responsibility** was increased slightly.

FIG. 14A

This chart shows the gap between your own and your colleagues' perceptions of the actual level of **Responsibility** in the school.

(The level of agreement for this dimension is high.)



What Does This Mean?

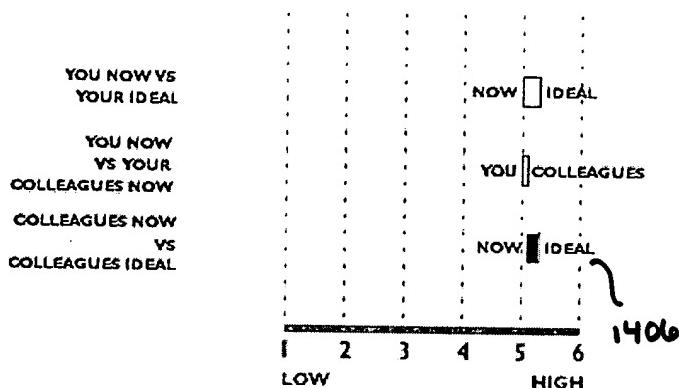
There is no difference between your perception of **Responsibility** in the school and your colleagues' perception.

FIG. 14B

### The Perceptions of Your Colleagues

### Responsibility

This chart shows the gap between your colleagues' perception of the actual level of **Responsibility** in the school and their aspirations for the future.



#### What Does This Mean?

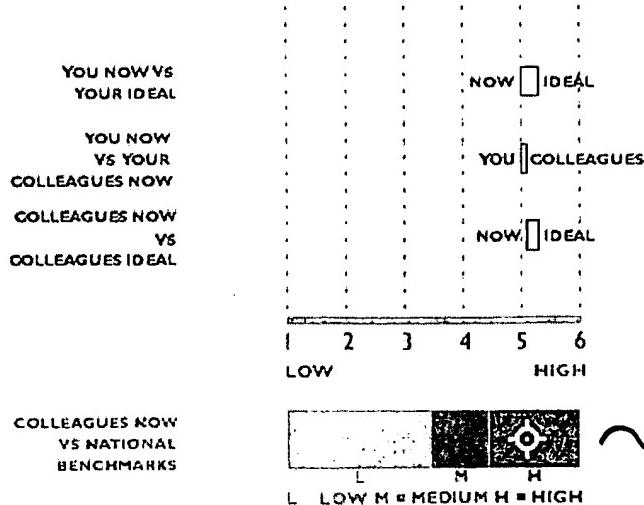
The responses of your colleagues also suggest that they feel satisfied with the level of **Responsibility** in the school.

FIG. 14C

### Your School in Comparison With Other Schools

### Responsibility

This chart shows how your colleagues' perceptions of the actual level of **Responsibility** compares to the views of staff in other schools nationally.



#### What Does This Mean?

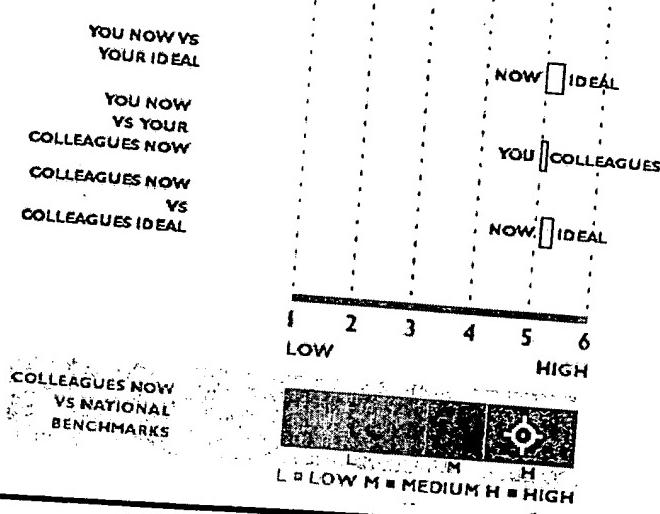
The level of **Responsibility** perceived by your colleagues is high in relation to that found in other schools nationally.

FIG. 14D

**Your Key Messages**

**Responsibility**

You are in tune with the perceptions of your colleagues about **Responsibility**, and the level of this dimension is high in relation to that in other schools nationally. The challenge for you is to maintain this, whilst developing the most significant finding in your feedback : highlighted



**What Does This Mean?**

The level of **Responsibility** perceived by your colleagues is high in relation to that found in other schools nationally.

FIG. 14E

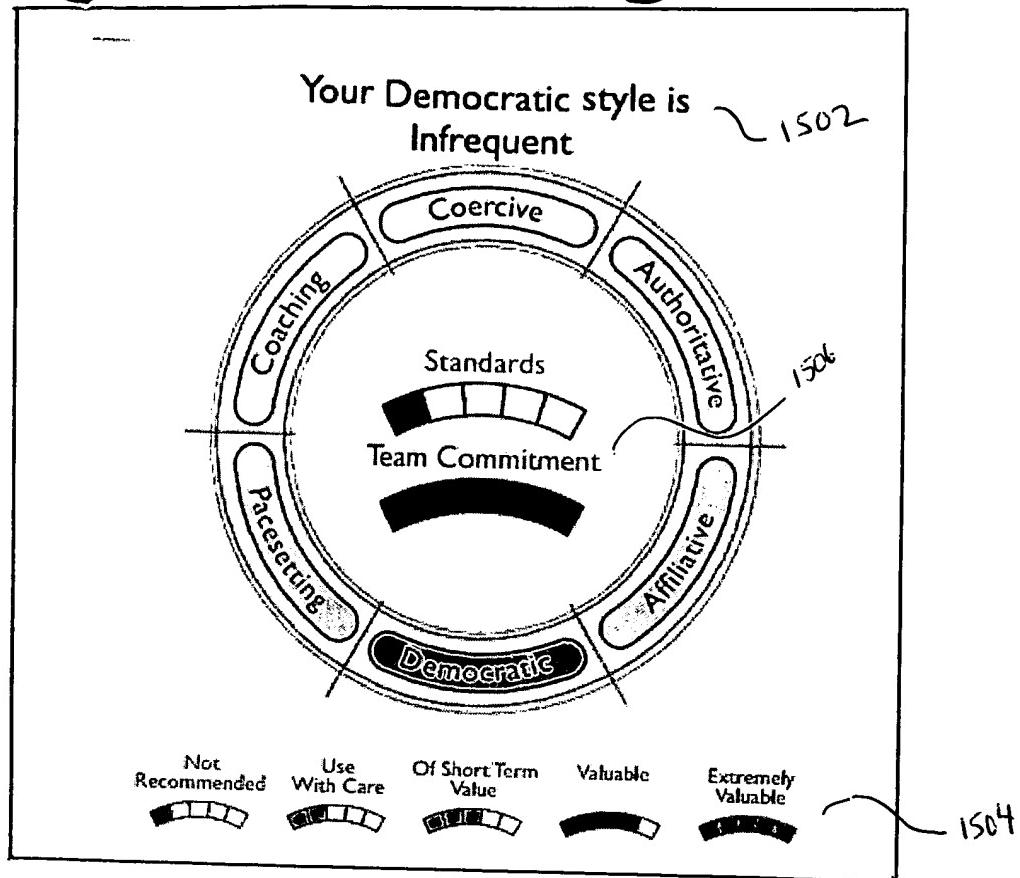


FIG. 15A

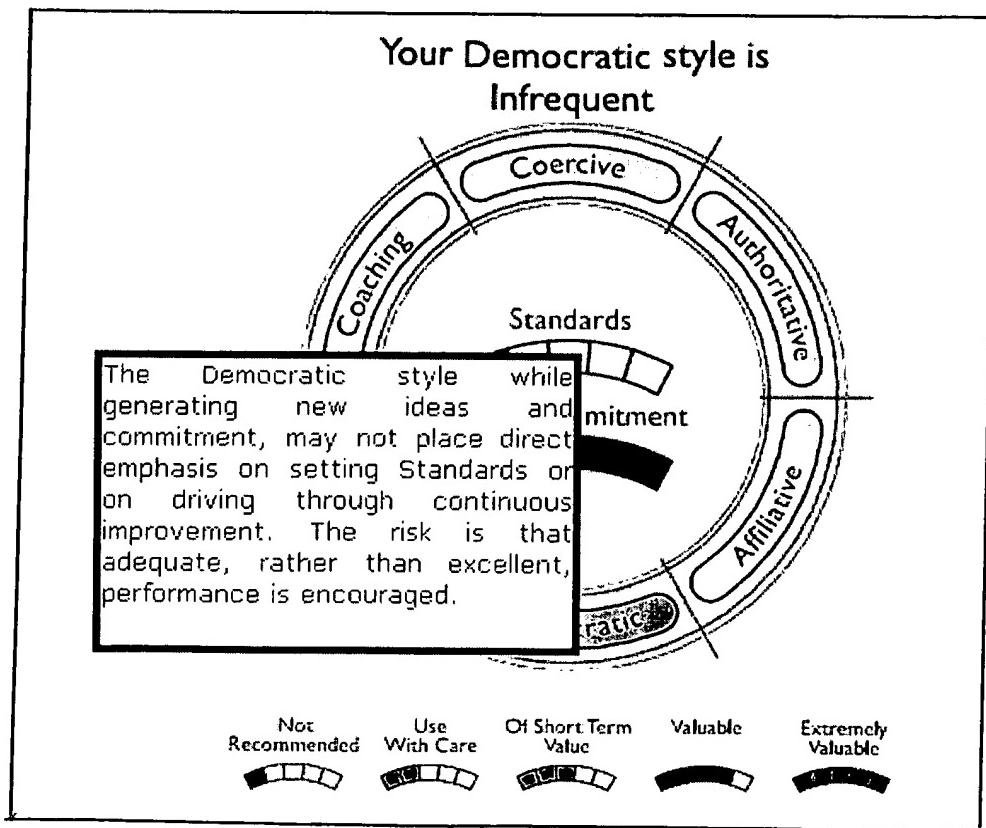


FIG. 15B

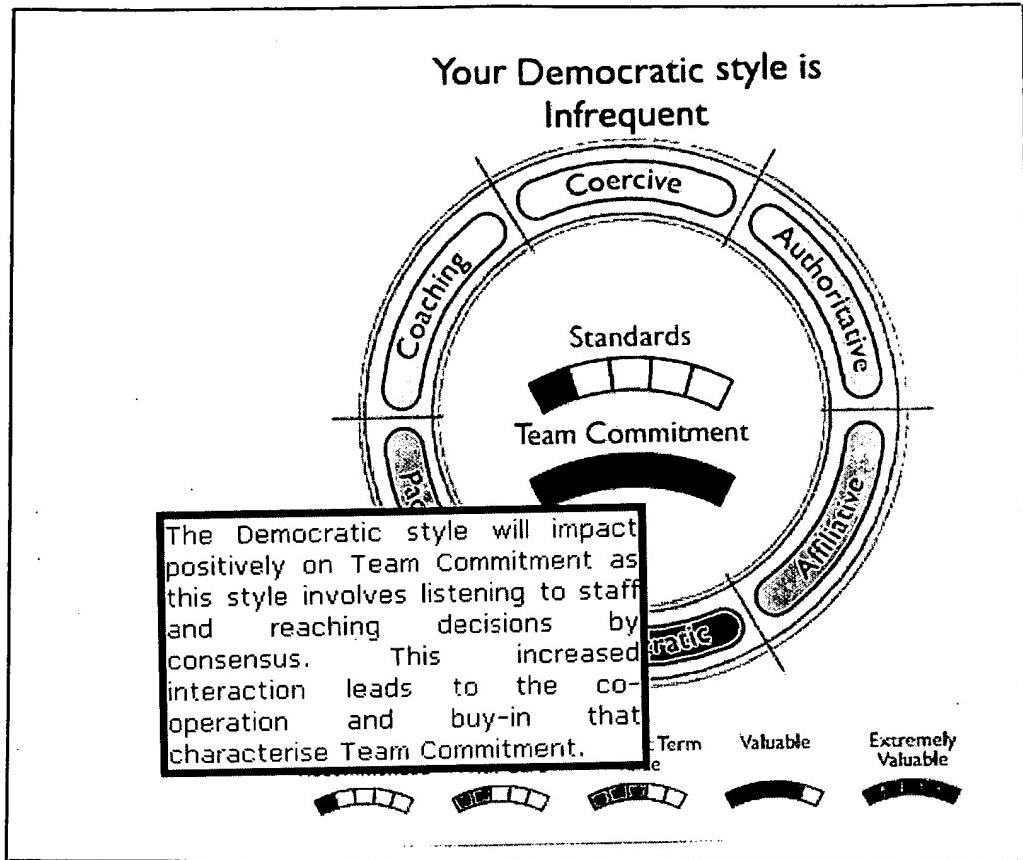


FIG. 15C

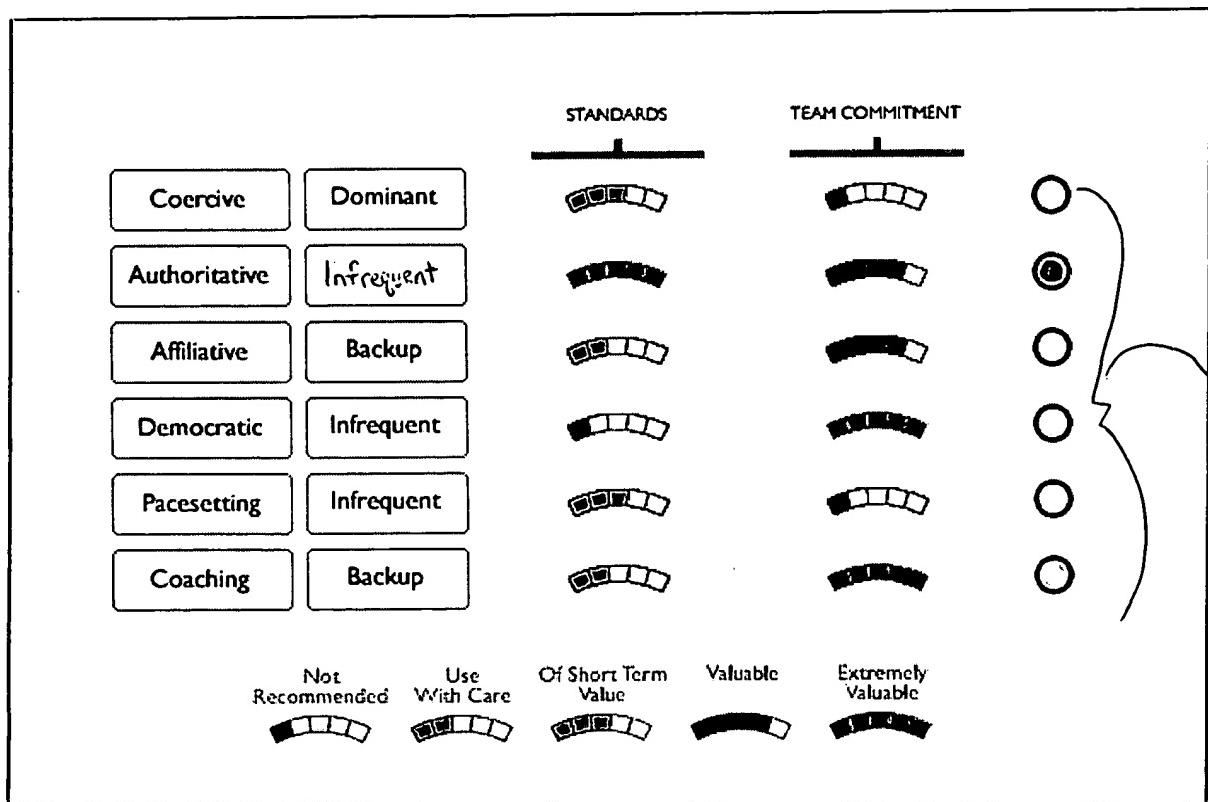


FIG. 15D